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New Dimensions in Higher Education in Tamil Nadu

DR CHANDRA BISWAS

Special Education Scenario in India: Preparation of Professionals and Teachers

DEEP SHARMA

Competencies for Library and Information Professionals

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New Dimensions in Higher Education in Tamil Nadu

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The economic and social changes that have been witnessed in the post-independence era in India have had their impact on education too. Education in pre-independent India served a limited purpose to satisfy the felt needs of the then rulers. The transition that was witnessed in the first two decades after independence focused attention on expanding the system moving it from an elitist centred approach to that of fulfilling the aspirations of the common man. In particular, higher education was perceived as a ladder for upward social mobility opening up employment opportunities and giving a sense of pride and status to the middle class.

As a frontline state in the field of higher education, Tamil Nadu has been an acknowledged location for imparting quality education. The University of Madras, founded in 1857, was "to provide encouragement for the people of all classes and denominations within the Presidency in the pursuit of a regular and liberal course of education". Till the middle of the Twentieth Century, jurisdiction of the University of Madras encompassed the whole of South India. In July 1929 the Annamalai University was established as a result of the efforts of the visionary and philanthropist, Dr Rajah Sir Annamalai Chettiar.

Pattern of Courses offered till 1960

The above two universities were offering courses mainly in classical literature, pure sciences and social sciences. A limited number of professional courses like Law, Medicine, Engineering, Teacher Education and Physical Education were available in a few affiliated colleges/university departments. When the University of Madras celebrated its centenary in 1957, there were 128 Affiliated colleges under its jurisdiction. Seven of them were Postgraduate and Honours colleges, forty-six First Grade colleges, eighteen Second Grade colleges (offering pre-degree-two year course known as intermediate), thirty-one Professional colleges and the rest Oriental colleges. Some of the colleges in the immediate vicinity of the university were known as 'Constituent colleges' and others as 'Affiliated colleges'.

A mention of the Honours course is relevant. Falling in line with certain decisions taken at the national level, the three year Honours courses were abolished with the result that the last batch of graduates with Honours degrees, which were considered equivalent to the Master's degree by efflux of time, came out in 1960. Under the then regulations of the university, normally it took two years to get a Bachelor's degree and another two years to get a Master's. When a student joined the Honours course, there was a saving of one year, since the Honours degree, equivalent to the Master's degree, could be earned in three years. The risk that an Honours student had to take was that in case he failed in the final examination which he could take only once, he lost all the three years of study he had put in though he was eligible for being recommended for a Bachelor's degree, if he had secured some minimum percentage in his Honours examination.

The Honours course, particularly those in Arts, Science and Commerce was considered the most prestigious in the Colleges attracting bright students and students who passed out with Honours proved to be outstanding economists, civil servants, scientists, administrators, diplomats and executives in later life. The abolition of the course, many educationists opine, robbed the Colleges of general education of a great opportunity to attract talented youth and sounded a death knell to ambitious students who wished to take up a challenging non-professional course.

Entry of Unaided Colleges in the System

With the provision for free education up to the high school level, the rush for admission to colleges increased and in the sixties and seventies of the Twentieth Century a large number of Government colleges and colleges receiving financial aid from government were opened. This trend almost halted with the increasing financial commitment of the Government in extending UGC scales of pay to the teachers in Government and aided colleges and decision to give 100% salary grant to staff in aided colleges. The rush for admission to colleges showed no sign of abatement. In the mid-eighties, the Government permitted establishment of unaided colleges i.e. colleges which will not get any aid from Government and this can be regarded as a turning point in the history of higher education in Tamil Nadu.

Growth of Unaided Colleges

From the year 1984-85 there has been a steady growth of unaided colleges. Table 1 gives a clear picture of the position as in 2002-03.

From a mere 12 unaided colleges in 1984-85, the number has swelled to 249 in 2002-03. This is indicative

of the increasing private initiatives in higher education in providing Arts, Science, Commerce and other non-professional courses. It is also worth noting that the student enrolment, which was 1.92 lakhs in 1984-85, rose to 4.06 lakhs in 2002-03. Women students constituted 52% of Enrolment (2,10,984) as against men who were 48%(1,94,758) in 2002-03. In 1984-85 women students were 45.8% of the total enrolment. The steady increase in the number of women students is a noteworthy feature. The rate of annual growth in enrolment has been a little over 6% in Tamil Nadu against the all India average of 5% over the past decade.

Private Initiatives in Technical Education

No sector in higher education has witnessed a more pronounced growth as Technical Education over the past decade and a half in Tamil Nadu. When India became independent in 1947, there were only two Engineering Colleges and nine Polytechnics in Tamil Nadu. In 1957, the number of Engineering Colleges rose to four. In 1992, the number went up to 39 Engineering Colleges and 129 Polytechnics. During the last decade i.e. 1992-2002, a phenomenal increase in the number of Engineering Colleges and Polytechnics took place. During 2002-2003. There were 239 Engineering colleges and 203 Polytechnics. Four of the Engineering colleges and 10 of the Polytechnics were exclusively for Women. The annual intake in the Engineering Colleges is 72,235 and in the Polytechnics is 50,309. The Anna University has emerged as an Affiliating University in 2001 and in 2002-03, it had 234 Engineering Colleges affiliated to it.

Table 2 flashes the growth of Engineering Colleges in Tamil Nadu:

Table 1: Growth of Colleges between 1984-85 and 2002-03

Type of Colleges	Government		Aided		Unaided		Total	
	1984-85	2002-03	1984-85	2002-03	1984-85	2002-03	1984-85	2002-03
Arts & Science	53	60	134	134	6	247	193	441
Teacher Education	7	7	14	14	-	1	21	22
Oriental	-	-	9	9	6	-	15	9
Physical Education	-	-	4	3	-	1	4	4
Social Work	-	-	2	2	-	-	2	2
	60	67	163	162	12	249	235	478

Table 2: Growth of Engineering Colleges in Tamil Nadu

Year	Government	Government aided	Self financing (Unaided)	Deemed to be University	Total
1957-58	2	2	-	-	4
1992-93	6	3	30	-	39
1997-98	7*	3	76	-	86
2002-03	7*	3	224	5	239

* includes Regional Engineering College, Tiruchi.

Of the total number of 203 Polytechnics in Tamil Nadu during 2002-03, 22 were Government, 35 were Government aided and 146 unaided. Ten of the Polytechnics are exclusively for women.

The above details indicate the preponderant role of the private initiatives in providing technical education in the State.

Yet another development that was brought about in 2001 was that all the Government Engineering Colleges became Constituent colleges of the Anna University through a statutory provision in the Anna University Act.

Conversion of Government Arts and Science and Teacher Training Colleges into Constituent Colleges

A significant decision, with appropriate statutory backing, was taken by the Government in 2002 transferring all the 67 Government colleges to the respective universities to which they were affiliated, making them Constituent Colleges. This move is to facilitate the colleges offer job oriented and vocational courses and benefit them with high quality academic inputs through continuous interaction with the universities availing of funding from agencies like the University Grants Commission.

Autonomous Colleges

Tamil Nadu has taken the lead in many an academic innovation. When the University Grants Commission introduced the scheme of conferment of autonomy on colleges, eight colleges were chosen in 1978-79 for this new experiment. In 2001-02, of the total 131 Autonomous Colleges in the entire country, 48 were from Tamil Nadu.

Many states in India have been encouraged by the success of the Autonomous Colleges in Tamil Nadu, to introduce the scheme in their states too.

Medical and Para-medical Colleges

With the establishment of a separate Medical

University in July 1988, named as Dr MGR Medical University, all the Medical and Para-medical institutions are affiliated to this university. In 1988, 35 institutions were affiliated to this university. In 2002, 133 institutions comprising Colleges of Medicine, Nursing, Physiotherapy, Pharmacy and Ophthalmology, Dental Colleges and Colleges of the Indian System of Medicine were affiliated to the university. Of these 133 institutions, about 16 were run by the Government and the rest by private managements. It is yet another indication of the Private Sector taking major initiatives in the field of Medical and Para-medical education too.

Establishment of Universities?

The pace of growth of institutions of higher education has lead to the establishment of a number of Universities in Tamil Nadu. From a mere two universities when India became independent in 1947, in 2003, there are 17 State Universities in Tamil Nadu.

- The University of Madras (1857)
- Annamali University (1929)
- Madurai Kamaraj University (1966)
- Tamil Nadu Agricultural University (1971)
- Anna University (1978)
- Tamil University (1981)
- Bharathidasan University (1982)
- Bharathiar University (1982)
- Mother Teresa Women's University (1984)
- K J Alagappa University (1985)
- Tamil Nadu Dr MGR Medical University (1988)
- Tamil Nadu Veterinary and Animal Sciences University (1988)
- Manonmaniam Sundaranar University (1990)
- Periyar University (1998)
- Tamil Nadu Dr Ambedkar Law University (1997)
- Thiruvalluvar University (2002) and
- Tamil Nadu Open University (2002)

All these universities receive financial assistance from the State. Twelve out of these seventeen universities were established after 1980. Excepting the

Tamil University and the Tamil Nadu Open University, all others are now of the affiliating type.

Deemed to be Universities

The growth of 'Deemed to be Universities' in the state is yet another indication of the initiatives taken by private managements and the readiness to take advantage of academic opportunities involving innovation, flexibility and autonomy. The Gandhigram Rural Institute functioning from 1956 was notified as a Deemed to be University in 1976. In later years;

- Avinashilingam Institute for Home Science and Higher Education for Women (1988)
- Sri Chandrasekarendra Sarawathi Viswa Maha Vidyalaya (1993)
- Sri Ramachandra Medical College and Research Institute (1994)
- Vinayaka Mission's Research Foundation (2001)
- Shanmugha Arts, Science, Technology and Research Academy (2001)
- Vellore Institute of Technology (2001)
- Satyabama Institute of Science and Technology (2001)
- Sree Balaji Dental College and Hospital (2002)
- SRM Institute of Science and Technology (2002)
- Dr MGR Engineering College (2003)
- SRM Engineering College (2003)
- Amrita Institute of Technology and Science (2003) and
- Bharath Institute of Technology (2003) have become 'Deemed to be Universities'.

Steady growth in the number of institutions with the status of 'Deemed to be Universities' is clearly indicative of a trend. At this pace of growth, very soon there will be more 'Deemed to be Universities' than Statutory universities in Tamil Nadu. The implications of the increase in number and the impact can be assessed only after a few years of their functioning. The extent to which the revised guidelines of the UGC facilitating the opening of centres in places other than its headquarters in India and foreign countries subject to the parameters prescribed are taken advantage of by the 'Deemed to be Universities' to market higher education, will be keenly watched by the academia.

Most of the institutions granted the status of Deemed to be Universities after 1994 do not seem to be in receipt of any financial assistance from the Government. This is again reinforcing the by now well known stand of the Governments at the centre and state, that private initiatives will be encouraged in higher education with appropriate safeguards to ensure equity and access.

Assessment and Accreditation

The explosion in the number of institutions providing higher education should not lead to dilution of quality and standards. Conscious of this need to maintain quality and keeping in view the recommendations contained in the National Policy on Education, the University Grants Commission established the National Assessment and Accreditation Council (NAAC) in 1994, to assess and accredit institutions of higher learning with the objective of assisting them to work continuously to improve the quality of education. UGC has made it mandatory for all universities and colleges to get accredited within a time frame.

Till the end of April 2003, over 500 institutions have been assessed and accredited by NAAC. Again Tamil Nadu has taken the initiative in getting a large number of institutions assessed NAAC. By April 2003, nine university level institutions and 92 colleges making a total of 101 institutions in Tamil Nadu were assessed and accredited by NAAC. This constitutes nearly 20% of the total institutions thus far assessed by NAAC. In fact, the first batch of institutions which went for assessment in 1998 are getting ready for the second round since the accredited status is valid for a period of five years from the date of accreditation.

Distance Education

The growth of Distance Education facilities in Tamil Nadu matches, nay, even excels, the growth of the formal sector in higher education. Starting in 1971 in the Madurai Kamaraj University as Correspondence and Continuing Education Programme, the facility grew with the University of Madras, Annamalai University, Bharathiar University, Bharathidasan University, Alagappa University, Mother Teresa Women's University and Manonmaniam Sundaranar University offering, over the years, a wide range of programmes through the Distance mode. In 1996-97, over 2.75 lakh students were enrolled in these institutions. The number has shot up to 5.66 lakhs in 2002-03. Allowing for enrolment of students from other States and abroad, over five lakh students from Tamil Nadu were on rolls through the Distance Education mode.

Yet another landmark in the Distance Education sector is the establishment of the Tamil Nadu Open University in 2002, through an Act of the State Legislature. Its object is "to provide access to higher education for large segments of population and in particular, the disadvantaged groups such as those living

in remote and rural areas including working people, housewives and other adults who wish to upgrade and acquire knowledge through studies in different fields and also to coordinate and determine the standards in Open University and Distance Education System in the educational pattern of the State". This is going to be an extremely useful and challenging job for the new Open University since most of the State Universities offering Distance Education Programmes are also offering Open University Courses.

Agricultural Education

Established as an Agricultural School in 1876, the steady growth of facilities in Agricultural Education resulted in the founding of a separate university in 1971. As of 2002, the university had 10 Constituent colleges, two Affiliated colleges, 32 Research Stations, 13 Transfer of Technology Centres manned by 1000 teachers/scientists.

Veterinary Education

The first ever university for Veterinary and Animal Sciences in Asia was established in Chennai in 1989. It has three Constituent colleges and five Research Stations and 30 Extension and Field Units for training, health surveillance, etc.

Legal Education

Six Law Colleges are affiliated to the Tamil Nadu Dr Ambedkar Law University established in 1997. A College of Excellence in Law has been started in 2002 by the Government.

In addition to the above, the Indian Institute of Technology, Madras and Dakshina Bharat Hindi Prachar Sabha have been functioning as institutions of Higher Education in Tamil Nadu.

Significant Developments

A quick look at the recent developments in Higher Education in Tamil Nadu, particularly during the past two decades, will highlight the following:

- (i) Private initiatives in the provision of technical and general education have overtaken, in terms of the number of institutions, the facilities funded by the government either directly or through grant in aid.
- (ii) Education of women has registered a definite growth in that 52% of the enrolment in colleges of general education constitutes women. Some 124 colleges are exclusively for women, and of

them four are Engineering colleges.

- (iii) Reservation of 30% of the total number of seats for women in co-educational colleges and institutions originally known as 'colleges for men' has helped more women in having access to higher education.
- (iv) The Government's handing over 67 Arts and Science Colleges and Colleges of Education and six Government Engineering colleges to the concerned affiliating universities as Constituent colleges with the avowed purpose of upgrading their academic activities and opening career oriented/market-driven courses availing assistance from various funding agencies is a major step.
- (v) Proliferation in the number of 'Deemed to be Universities' particularly in the context of the revised guidelines permitting them to open centres in places other than the headquarters and abroad, and also enabling them overcome regulatory controls of the universities and state Government is a development with far reaching implications.
- (vi) Pro-active policy of the Government in encouraging all institutions of higher education to go in for assessment and accreditation by NAAC has resulted in quality awareness and 101 institutions in the State got assessed by April 2003.
- (vii) Enormous increase in the number of students joining the Distance Education programmes of different State Universities and the role of the newly formed Tamil Nadu Open University in coordinating their activities to maintain standards are noteworthy features.
- (viii) Many aided colleges have been offering a number of unaided courses i.e. courses for which no grants are received from the Government.
- (ix) Unaided colleges are generally offering career oriented and market driven courses.

The concerns expressed in various quarters about the trend of low percentage of allocation of funds for higher education by the states applies to Tamil Nadu as well. Out of the estimated total revenue expenditure of Rs. 26,599 crore in the budget of 2003-2004 the allocation for University and Higher Education and Technical Education is Rs. 717.24 crores working out to 2.7%. The other concern relates to the quality of education offered by many institutions of higher education started in recent years, which need to strengthen their infrastructure, teaching faculty, and update curricular and allied activities. □

Special Education Scenario in India: Preparation of Professionals and Teachers

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The world education landscape is fast changing in order to accommodate multiple waves of innovation of cardinal objectives of enhancing and sustaining quality of life translated into variant forms, meaning and delivery modes. Some agenda and portfolios for changes enveloped in packages have been privileged enough to attract media coverage and rolled on the rails of intensive discussion, deliberation and dissemination of *novum* ideas and themes. At the same time some other issues perhaps loaded with much serious concerns for human rights, have failed miserably to attract media coverage and to have room for adequate discussion all over the globe that pledge to build an architecture of one world and international brotherhood on the platform of equity and equality. Only a few advocacy groups have voiced their concerns in these issues from a selected corner and have fuelled the engines of some prominent world parliament of social justice and empowerment to look hard along a definite track. One of the issues belonging to the latter category is human concern for human being—education for all—in its complete meaning and sense covering the children and persons who have some special needs in the matter of education, rehabilitation and empowerment. Incidentally, they are perhaps the most neglected segment of population in the developing and under developed countries, even in the new millenium. These people, millions in number, mostly are scattered in rural areas of the developing countries including India.

Reaffirming the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewing the pledge, the 1990 World Conference on Education for All looked hard at the matter of education as human rights. Sequel to that human concern for human beings, the Salamanca Statement and Framework for Action on Special Needs Education: Access and Quality (1994) firmly pledges, *"Every child has a fundamental right to education and must be given opportunity to achieve and maintain an acceptable level of education" and especially "those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy*

capable meeting these needs". In order to meet the challenge *"Education planning by government should concentrate on education for all persons, in all regions of a country, and in all economic condition, through both public and private schools"*. To translate this into action some reorganization and readjustment in the existing education structure are envisaged. Curriculum should be adapted to children's needs and they should receive additional support in the forms of men and materials to experience full success in education. All these transitional outcomes depend upon the active and creative involvement of trained teachers, headteachers, support staff, managers and community workers. These should be strengthened by creation of new knowledge and good practices and their proper dissemination. Cultural specific teaching learning materials are to be developed supplied and used in the practice of education. Full success toward this broad agenda is some functions of capital, political ideology of law-makers and policy framers, and training and supply of trained manpower, etc.

India, a member state of the United Nations, pledges to enhance and sustain quality of life of a few millions of persons with special needs of which school-going population constitute a big chunk, say about 15 millions. India's venture is not so miserable in this field in comparison to a few other developing countries, though not satisfactory. It has found merit in enacting Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 establishing the Rehabilitation Council of India (RCI, 1992), framing NPE (1986) and subsequent POA, (1992). It has taken special care in the Ninth Plan and it is expected in the forthcoming Tenth Plan the issue will be taken care of and strengthened. Critics have noticed all those ventures mostly theoretical and the target groups received a little benefit. Further, the entire agenda in India stands in an overlapping zone of the Ministry of Human Resource Development (MHRD) and the Ministry of Social Justice and Empowerment (MSJE) at the central level. Territory of each ministry in respect of special educational provisions is poorly- or ill-defined. In general, special education is a matter of the former and empowerment and rehabilitation are

matters of the latter, though special education as translated into action comprises education, rehabilitation and hence empowerment. The double administrative organs offset many ventures to come up and sometimes lack coordination to meet challenges in the education of children with special needs (Mani, 2002). Probably for these reasons special education, an educational buffer zone as it stands now in the Indian administrative frame, has grown comparatively haphazardly. The higher education landscape in India perhaps has been dotted with a few institutions and lack systematic, well thought-driven and planned growth of special education as a discipline, multi-disciplinary in nature. Virtually the Indian agenda on special education has been left to think, and operate to the NGOs who as practitioners, execute their own programmes without much concern about the *gestalt* view of special education. Similarly, the personnel in the governments' own machinery is used to discharge the routine jobs assigned to them with adequate professionalism.

In spite of such a gray picture, India is dotted with about 1500 special schools catering education services to about 60,000 children with special needs and 161 institutions (RCI recognized) scattered all parts of the country are in charge of training and supply of manpower in this sector. The RCI, a nodal statutory body set up under an Act of Parliament (1992, Act No.34 of 1992 and as amended in 2000), has been entrusted with the responsibility to monitor, regulate and standardize the training programmes for rehabilitation professionals including teaching and educational intervention offered by universities, government and non-government organizations.

Courses for Preparation of Teachers and Professionals

The 161 RCI approved institutions offer about fifty different courses devoted to the preparation of teachers and professionals of special education including rehabilitation and empowerment of children with special needs, as shown in Table 1. The courses on the main may be categorized into four broad levels—Postgraduate, Undergraduate, Diploma and Certificate.

Content Analysis and Reflections

On the main, the 161 institutions are organizing various on-campus courses and offering Research, Postgraduate, Bachelor, Diploma and Certificate in a

variety of aspects of Special Education. As revealed from the RCI circulation on March 31, 2003, there is only one institution that is offering now courses through the Open Learning System. Even IGNOU has no programme on Special Education that could have been with national coverage. Very few universities are directly involved in this academic discipline. This indicates that the general higher education providers of this country are remaining aloof from this field of study and they find a little reason and motivation to expand their activities and research along this line. Though some components of special education are studied at postgraduate and undergraduate Diploma, Bachelor and Diploma levels, the courses rarely include the entire academic structure of special education as it stands now.

A first glance audit of the courses reveals that all the 161 institutions are doing well, but from the right pedestal of Special Education as a discipline now crossing academic and research zones of multi-disciplines it perhaps reflects that all those existing courses are isolated, each discreetly devoted to the challenge of a limited chunk of the total special education needs in kind and degree. The underlying conceptualization and motivation of special education behind the initiation of those courses, perhaps, were reliance on the older non-humanitarian conception of the special education when segregation was the only organizational, managerial and intervention modes to contain this challenged sector of some marginalized population. The latest concepts—principles integration and inclusion are virtually lacking in the organization of special education in India. The RCI, now in charge of monitoring and standardizing the system of professional development in special education area in this country, is acting as a strong boss like its counter part, NCTE. It sharpens its monitoring tools and solely depends upon them to recognize the existing institutions on the basis of set criteria leaning heavily towards basic institutional resources available in terms of physical infrastructure, faculty qualifications, library and laboratory inputs etc and some aspects of curriculum followed. It has perhaps in its stock no fund to offer as capital grants to the institutions for opening new courses or academic-cum professional leadership for expansion of/modification in the existing courses. The RCI should think a lot towards this end so that it may offer meaningful constructive leadership in the immediate future.

Moreover, the general university systems may

Table 1: Certificate/Diploma/Degree offered by RCI Recognized Institutions in India

SLNo	Degree, Diploma	Name of the Certificate, Diploma/Degree	No.of Insts.
1.	M Phil (Spl. Edu.)	Master of Philosophy in Special Education	1
2.	M Phil (Clin. Psy)	Master of Philosophy in Clinical Psychology	1
3.	M Ed (Spl.Edu.MR/HI/	Masters of Education (Special Education;	1-MR
10	MCLD/VI)	Mental Retardation; Hearing Impaired; Multi-category/	3-HI
7.		Learning Disability, Visually Impaired)	1-MC
			1-VI
8.	M ASLP	Masters in Audiology and Speech Language Pathology	7
9.	M M Sc	Masters in Mobility Science	1
10.	M R Sc	Masters in Rehabilitation Science	2
11.	MSc Psycho-social	Masters in Psycho-social Rehabilitation Rehabilitation	1
12.	PGDDR	PG Diploma in Developmental Rehabilitation for persons with Disability	1
13.	PGDEI	PG Diploma in Early Intervention	1
14.	PGDR Psychol	PG Diploma in Rehabilitation Psychology	1
15.	PGDSE (MR)	PG Diploma in Special Education (Mental Retardation)	1
16.	PGDSE(CP&N)	PG Diploma in Special Education (Cerebral Palsy and Neurological Disabilities)	1
17.	PGDDT(CP&ND)	PG Diploma in Developmental Therapy and Neurological Disabilities)	1
18.	B Ed	Bachelor of Education (Special Education) in	1/4/10/7
10	(Special Education	Learning Disabilities/Mental Retardation/	
21.	LD/MR/VI/VI)	Hearing Impaired/Visually Impaired	
22.	Sec Level Teacher	Secondary Level Teacher Training Programme	2
	Training Programm (VI)	(Visually Impaired)	
23.	BA B Ed (VI)	Bachelor of Arts and Bachelor of Education (Visually Impaired)	1
Bachelor Degrees			
24.	BASLP	Bachelor of Audiology and Speech-Language Pathology)	18
25.	B Mobility Sc	Bachelor of Mobility Science	1
26.	BPO	Bachelor in Prosthetic and Orthotics	4
27.	B R SC.	Bachelor of Rehabilitation Science	1
28.	BRT	Bachelor of Rehabilitation Therapy	1
29.	BSc(Spl.Edu.and Rehab. Sc)	Bachelor of Science (Special Education and Rehabilitation Science)	2
Diploma Courses			
30.	DSE	Diploma in Special Education in:	
10	(MR/VI/VI/DB/CP/C)	Mental Retardation	48
36.		Hearing Impairment	31
		Hearing Impairment (Primary)	1
		Visual Impairment(Primary)	23
		Deaf-Blind	2
		Cerebral Palsy	4
37.	DTYHI	Diploma in Teaching Young Hearing Impaired Children	4
38.	DECSE (MR)	Diploma in Early Childhood Special Education (Mental Retardation)	2
39.	DHLS	Diploma in Hearing, Language and Speech	5
40.	DCBR	Diploma in Community-based Rehabilitation	1
41.	DPOE	Diploma in Prosthetic and Orthotics Engineering	1
42.	DVTE	Diploma in Vocational Training and Employment	3
43.	DHI and EMT	Diploma in Hearing Impairment and Ear Mould Technology	1
44.	Sr DTD	Sr Diploma in Teaching the Deaf	1
45.	Jr DTD	Jr Diploma in Teaching the Deaf	1
46.	Cert in P&O	Certificate Course in Prosthetic and Orthotics	1
47.	BDT	Basic Development Therapy	1
48.	MRW	Multi-purpose Rehabilitation Workers	3
49.	Open Learning System	B Ed Special Education	
		Foundation Course on Education of Children	1
		with Disabilities for In-service Teachers	1

Source: RCI (Newspaper (The Statesman) insertion on 31.3.2003)

devote some time and space for thinking in the directions from which a turn may originate in the matter of study, practice and research on Special Education in this country. University by its constitution and as an epitome of academic freedom may come forward to install Special Education as an independent discipline under which all relevant aspects of this study and research embracing education, social work, psychology, economics, medicine and engineering and modern technology, etc. may be integrated in the string of multi-disciplinary studies, economically and effectively. University may find avenues for collaboration with others and motivate and influence unitedly the policy makers and fund providers along this new direction.

The list of qualifications offered by the RCI recognized institutions do not cover all the sub-fields of the education and rehabilitation of this challenged population. A close scrutiny reveals that there are floods of courses in a very few areas like Diplomas in Mental Retardation, Hearing Impairment and Visual Impairment; Bachelor of Audiology and Speech-Language Pathology, Bachelor of Education degrees in MR, LD, HI, VI, some M Eds in MR, VI, HI, MC and a single M Phil, in special education. courses on rehabilitation science and technology are also very very limited in numbers. Special education delivery is intimately linked to community-based activities, but courses leading to supplying such manpower are also very scanty. Vocational rehabilitation is the basic objective of special

education, but there are no institutions in the list. Other courses, though large in numbers when added together, are institution specific and that the same course is rarely followed in multiple institutions. The local interests, not global, have motivated to open courses by the institutions. Therefore, the same course runs parallel in other outlets of degree/diploma/certificate offering is a very rare finding. It seems that there is some sort of anarchy in the qualification space of special education in this country.

A good education system does not withstand such anomaly. There need appropriate mechanisms at the control of competent authority. The RCI has been given statutory power to "monitor, regulate and standardize the training programmes" only, perhaps it has no control academic control of the course curriculum of any level linked to university which is working on the principle of flexibility. Whatever may be the principle of sharing of responsibility and control of RCI and university along with the University Grants Commission, building and implementing a national qualifications framework is seriously needed. Such problems have been currently solved by the UK Further Education System by introducing the National Vocational Qualifications Framework. They have also similar framework in university sector. Such venture will not be foreign to our system in special education training and supply of manpower. We may think it to arrange all qualifications at least in five levels as shown in Table 2.

Table 2: Framework for Qualifications Descriptors (proposed)

Certification	Level	Entry Qualifications	Descriptors	Course tenure
Certificate	I	Passed 10+2	[most simple]	6-12 months
Diploma	II	+2, Level-I or ordinary graduate	—	1-3 years
Bachelor	II (a)	+2 at least 50% marks in Science stream with Biology	—	3-4 years
Bachelor (Teaching)	II (b)	Graduate with 50% marks on the aggregate	—	1 year
Postgraduate Diploma	III (a)	BA/BSc. (Special Education) or any equivalent Degree	—	1 year
Post graduate	III (b)	BA/B.Sc. (Special Education)	—	2 years
M.Ed. Special Education	III (b)	B.Ed. (Special Education.)	—	1 year
M.Phil	IV	PG in Spl.Edu. /M.Ed. (Special Education)/ MA (Edu.)/or any PG in any allied subject	—	1 year
Ph.D.	V	Same as above /M.Phil. in Special Education	[most complex and independent decision making]	

Qualification Descriptors are the defined descriptions of activities that a degree holder will be able to perform after successful completion of the course. These shall be transparent and clear to all the candidates and the education and training providers, other institutions, employers and other stakeholders. The descriptions must specify knowledge, understanding, creativity, problem solving ability, ability to independent decision -making, innovation and sharing responsibility in his /her field of study etc., what the degree /diploma/certificate holder will surely demonstrate after completion of the course.

This is another aspect of quality assurance. Therefore, it is suggested that in the entire field of special education, there shall be Qualification Descriptors in order to build order, ensure transparency and inject quality in the system. This is a collaborative venture though difficult to achieve. RCI, UGC and universities may ponder over the issue at least for quality assurance of Special Education degrees and other degrees offered by higher education institutions in India.

India as a member country of the UN has accepted inclusion as a general principle of organization, delivery and management of special education as a matter of human rights to education for all. As a matter of fact in order to attain this cherished dream and social justice to millions of children who have special needs, and require plus support at all levels of educational provisions what nations could offer to them in the thousands of educational institutions throughout the length and breadth of the country. Segregation is contrary to 'inclusion' idea. Segregation as a concept is a thing of the past, at least philosophically, socially and economically. It is impossible to organize the entire Special Education system in India along costly segregated model. It is suggested that the whole challenge could be negotiated with some modified services delivery modes that could be economic and feasible in India. From this end, a multi-category teacher preparation scheme along side specialized resource teacher preparation scheme would be more useful to India for several grounds—economic, ease in manpower development, infusion of integration, etc. Sadly, the present list of RCI recognized institution shows that only one institution is offering the degree of M Ed (Special Education-Multi-Category), none at B Ed, level. It is very difficult to understand the reason. It may be conjectured that the teacher training and other professional preparation initiatives are not launched from the national perspectives. NCERT is told as the nodal

institution in the matter of teacher preparation even in the Special Education sector at school level. Unfortunately, the list published by the RCI does not contain NCERT as a recognized institution in the field of Special Education.

Accepting inclusion (integrated) as a basic principle of Special Education and admitting the idea of least restrictive environment in the services delivery system in the classroom and schooling at the locality of the child with special needs, the courses devoted and engaged in preparation and supply of professionals and teachers in the field of education and rehabilitation of these challenged children/persons in this country under the aegis of the RCI (indirectly UGC) have been virtually segregated, intellectually barren to incorporate the gestalt view of inclusion and socially handicapped in harmonize the organization of institutions within a single frame. A comprehensive forum for task analysis, discussion, debate deliberation, policy-making, programme of actions etc. one needed immediately. This may begin from the part of the teachers any way connected with Special Education or advocacy groups working scattered here and there in the country or even from the parents's association. The first task of inclusion is take the issue within us, feel for them as a component of 'we' and then to look for the alternatives and select the best alternative from among the available better alternatives, to implement it in inclusive setting.

The locations of the 161 institutions throughout the whole of India as depicted in the RCI List (2003) are not geographically well distributed, though there is no reason to believe that the challenged population is conglomerated in a particular zone of India. At present inter-state mobility of the professional has increased. But this not a point in case of inter-state mobility of teachers at school level. Therefore, in reality diffusion of trained manpower at the Special Education sector is at stake. This is a vital point in the matter of injecting the principle of inclusion in schooling at all levels elementary to university. The maximum number of such man-making institutions, while other regions have comparatively smaller number of such institutions now dots the southern states. Apparently the fact represents the variation in sensitization about the need for special educational services in the community as a whole, if we stand on the hypothesis that these institutions have been established on the rough estimate of teachers and professionals needed in the field of special education.

In the Eastern Region, for example, comprising Assam (3), Arunachal Pradesh (0), Bihar (4), Jharkhand (1), Manipur (1), Meghalaya (1), Mizoram (0), Orissa (6), Tripura (0) and West Bengal (15), have 31 institutions of which the share of West Bengal alone is about 50%.

To make an easy flow of trained manpower in this sector, some positive thinking, researching and action are warranted. An estimate, though somewhat old, tells that about 10-15 million children with any form of disability require Special Educational facilities; only about 50,000 disabled children receive education in about 1,400 special schools, about 60,000 disabled children are in the integrated education programme, (Dasgupta, 2002). Mani (2002) tells that about 45 % of the disabled children belong to mild disabilities group and that the multi-category teachers can handle them. The Ninth Plan envisaged to establish 1,200 new Special Schools to smoothen the issue and to make provision for educational facilities to reach the so far unreached. But so far no current data are available to judge the achievement.

Finally, it is doubted how far all the 161 institutions are sufficient in this field. At present the coverage of children with special needs under the umbrella of education is not more than 1 %. The Working Group for the Welfare and Development of Persons with Disabilities suggested, a few years back, to cover all such persons fully under education by 2010. The existing institutions can hardly meet the challenge to prepare and supply thousands of trained manpower to be needed in this sector within a slot of ten years. New institutions are needed to establish. Along side the existing teacher training institutions are to be ready thematically, organizationally and professionally to restructure general curriculum to incorporate necessary issues of special education in base subjects and method subjects as well, as suggested already by NCTE (1998). The real change-makers are the hundreds of Teacher Educators who at times sit for curriculum revision under university statutory provision. In-house collaborative learning-together culture may help each other among the Teacher Educators. Their field experience may be helpful and at times some of them may be exposed to off-campus activities like seminar, workshop, etc. In this way schools will get supply of special education sensitized general teachers who, in turn, may be useful to tackle inclusive principle in their own professional life to come. In addition, Open and Distance Learning

systems, as already done by Madhya Pradesh Bhoj (Open) University, may be explored for preparation of manpower in this sector.

Conclusion

Building programme for education, rehabilitation and empowerment of children with special needs should be guided by the idea that the disabled persons are not handicapped by their limited ability or impaired or weak knowledge receiving tools but they are seriously so by the perception, attitude and mental barriers possessed by others in the society who are not disabled either in ability, or in physical construction. Special Education provision may only be a reality to all that need it, if positive attitude pervades the entire social fabric of our country. This is an element of human concern for human being. Such concern is culturally in-built in our Indian culture, since the dawn of the Indian civilization. Institutions like UGC, RCI, NCTE, MCI, and universities, IASEs and DIETs, powered and guided by NCERT, SCERT may come together to negotiate the issue. Community should also come hand in hand to mobilize its resources with full awareness, sensitization and a barrier free mind.

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TO OUR READERS

Knowledgeable and perceptive as they are, our contributors must not necessarily be allowed to have the last word. It is for you, the readers, to join issues with them. Our columns are as much open to you as to our contributors. Your communications should, however, be brief and to the point.

Competencies for Library and Information Professionals

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We are living in an era of change. Globalization, increasing competition and the tendency to excel are the characteristic features of an organization today. These characteristics are interrelated. However, the success of an organization is mainly attributed to its human resource. Human resources are in turn evaluated in terms of their competencies. Competencies are measured as expectations from individuals in a particular context. They are tied to a position, role, job, function, etc. Competencies expected of a professional are referred to as professional competencies.

To ascertain professional competencies expected of a Library and Information Professional (LIP), it is important to keep in view the changes that have taken place in libraries. These are:

- Increasing impact of technology: Availability of documents in electronic forms including the availability of multimedia documents due to convergence of technologies. Technology has also affected the process of acquisition, collection, storage, retrieval and dissemination of information.
- Increasing pressure on organizations as well as libraries, to perform and prove accountability. It has resulted in a wave towards customer focus and thus concepts like TQM. Resource crunch being faced by libraries is another factor that is important in this regard.
- Changes in organization, including the management and processes e.g. mergers, downsizing, re-engineering, participative management, people working in teams, flatter organizations and thus management de-layering, consultancy and outsourcing. These have also affected libraries.

Importance of Professional Competencies

These changes in libraries necessitate that, professional competencies expected of LIP be articulated clearly. It would help professionals to know areas where they need to develop as well as, to evaluate themselves. Clear demarcation and enumeration of professional competencies would also help employers in recruitment. They would be able to state the job descriptions and specifications and thus, show the job aspirants their expectations from them. Organizations

would be able to plan their professional development courses and evaluate their staff. Organizations responsible for education and professional enhancement like educational institutions, associations and other such agencies would also be able to plan and develop their curricula in the light of professional competencies.

Competence

Competence has been defined as "the quality or state of being functionally adequate or having sufficient knowledge, judgement, skill or strength (as for a particular duty or in a particular respect)". Jarvis has defined it in terms of its components, viz., knowledge and understanding of the academic discipline, skills, which involves the ability to perform the various psychomotor tasks and interact with others. Attitudes comprise the emotive commitment to professionalism and the willingness to perform professionally. Competence has also been defined in terms of professional and personal competencies. Professional competencies of an LIP comprise his skills and knowledge in the areas of information resources, access, technology, management and research and the ability to use these competencies as a basis for providing library and information services. On the other hand, personal competencies comprise skills, attitudes and values which enable librarians to provide valued and valuable service, communicate well, survive in the new world of information and focus on continued learning throughout their careers. Thus, personal competencies comprise the more generic skills of the various skills required for a professional to perform.

Professional Competencies for an LIP

Professional competencies are of two kinds, viz., Generic and specific. Generic competencies refer to those, which are common to various functions, positions, work-settings etc. Competencies particular to different functions, positions and work-settings are called specific competencies. Specific competencies could be formulated for LIP working in libraries of different subjects e.g. law, medicine, arts, or for those working in libraries of specific materials e.g. manuscripts, audio-visual materials, or for those working in non-traditional settings, e.g., database producers, service providers, etc., or for

those working at different levels in libraries, e.g., senior, mid or junior professional levels, semi-professional levels, etc., or for those working in different sections of a library, e.g., periodical section, acquisition section, technical section, etc.

Professional competencies generally expected of an LIP could be enumerated as those related to:

- Library and Information Science and allied disciplines. Subject/Area/Discipline of the organization including the sources of literature.
- Information, which includes information *per se*, its embodiments, physical carriers/media and agents. It also includes tools used to collect, access, acquire, organize, repackage and retrieve information.
- User, his needs and requirements.
- Organization, its mission, role, objectives, policies and plans. The relationship of the library and information centre with the organization.
- Resources including human resources and physical resources.

Professional competencies expected of an LIP in terms of knowledge, skills and attitudes would be enumerated as:

Knowledge of:

- theories, principles and the philosophy of LIS;
- services, processes and routines in a library;
- subject of the organization to which of the library is attached to. It includes the knowledge of the structure and developments in the subject as well as its source of literature;
- allied disciplines, e.g., management, statistics, information technology, etc.

Skills to

- access, acquire, organize, retrieve and repackage information;
- understand user information needs and requirements and guide him, evaluate and customize information for him as information products;
- plan, formulate, implement, maintain and improve the library's objectives, plans, policies, routines, and procedures;
- plan, acquire and manage the resources for the library. Also develop and continuously improve the human resources.

Attitudes

Attitudes expected of a LIP could be categorized as:

- Personal qualities expected of a professional, and
- Attitudes towards
 - users;
 - colleagues;
 - job and work; and
 - organization.

Conclusion

This framework could be taken up as a standard on which to base professional competencies expected of an LIP in a specific worksetting, function, role, position or job. Competencies are contextual varying with the environmental conditions. Hence they have to be formulated at different levels and continuously modified. Close coordination is required between LIPs, educationists and employers to formulate competencies. Library associations at national and state levels could play an active role in this regard so as to bring an overall improvement in the state of the profession. □

CALENDAR OF EVENTS

Proposed Date of the Event	Title	Objectives	Name of the Organising Department	Name of the Organising Secretary/ Officer to be contacted
July 17-20 2003	National Conference on Physical Education and Sports Science	To discuss various issues related to Physical Education and Sports Sciences	Govind Ramnath Kare College of Law Margao-Goa Tansor Comba, Margao-Goa	Shri Manoj V. Hede Sports Director, GR Kare College of Law, GR Kare Road, Phone: 0832-2715510, : 0832-2736791 Email: anchor_ads@rediffmail.com Kartik21@gaolelecom.com

A Holistic Educational Philosophy for Our Country

Bhairon Singh Shekhawat, the Honourable Vice President of India, delivered the Convocation Address at Lucknow University, Lucknow on January 27, 2003. He said, "More than 54000 Indian students are studying at American colleges and universities for full graduate and under graduate degrees and the contrast is that very less number of US students take part in only short term study programmes in India. At the turn of the Century the number of international students the world over was around 18 lakhs, and for them the preferred destinations had been the United States of America, the United Kingdom, Canada, France, Germany and Australia. America alone has attracted about one third of the international students. Even ancient Indian Universities like Nalanda, Taxila and others located at Varanasi, Vikramshila, Mithila, Vijaynagar and at other places were far ahead of the present universities. They were more autonomous, vibrant, goal oriented and were the centres of excellence, which attracted an overwhelmingly large number of foreign students not only from the neighbouring countries, but also from far off places". Excerpts.

Uttar Pradesh has produced great men and women who have excelled in various walks of life—a galaxy of intellectuals, freedom fighters, *Karmyogies*, Saints, philosophers, writers, poets, social / religious reformers and many such luminaries. The University of Lucknow has had a glorious history and its alumni have occupied important positions in the social and political life of the nation. There have been renowned scholars in the university and their achievements are known nationally and even globally.

At the very outset, I congratulate the students of this great institution who are receiving their degrees today. It is a landmark for both you and your *Alma Mater*. From today onwards you will be the distinguished alumni of this great university. Education does not end with the degrees. Education is not only success in the examinations, it is rather a life long process. Degree is only a milestone in your journey of learning. The principal goal of education is to create men and women who are creative, innovative and who are discoverers, not those who simply go on repeating what other generations have done.

Education must provide two types of knowledge and skills - 'to live on' and 'to live for'. The first one is related to the earning of livelihood, the second is related to quality of life, higher goal that leads you to the state of bliss, blessedness, ultimately the attainment of goal of self realization. Let us not forget that we are the great inheritors of great cultural heritage, which while transcending god-realization as the goal of mankind has thought of self-realization. Tremendous autonomy has been granted to the individual by our traditions. Education is not mere information, it is knowledge. It should take us to knowledge society, if it does not, it is

no real education. Knowledge is purifier, it liberates one from the shackles of ignorance. Mahatma Gandhi rightly said that there is more in life than speed. Real education enables you to know as to what is this 'more'. In fact, it is so important for education system to open our minds and help us to live in harmony with our fellow beings and also with nature. Based on these principles let us evolve a holistic educational philosophy for our country. Let us place renewed emphasis with all our vigour and hope on moral and cultural dimensions of education. But this would be possible only when we accelerate the process of self-understanding through an inner voyage whose milestones are knowledge of the self and consideration for others.

The holistic education emphasizes the multiple dimensions of human personality—moral, intellectual, emotional and physical leading him towards cherished vision of an integrated individual. The holistic education cuts the very roots of hatred, bigotry, fanaticism, greed and jealousy. If humanity is to be saved, mutual understanding based on love, compassion, friendship, sacrifice, respect and cooperation is to be fostered. These are the elements, which would generate global consciousness since globalization has come to stay and the concept of a global society seems to be taking shape with the passage of time.

This is the uniqueness of our great traditions that 'living things' include the whole universe, men, women, nature and all living creatures inhabiting the planet. The planet Earth is a single, living, pulsating entity and the human race is an interlocking extended family. Therefore, we have no right to destroy nature, which is increasingly, becoming a victim of human greed. Indiscriminate destruction of natural resources in the grab of the so

called development disregarding the ecological implications, has landed us in a very precarious situation. That is why Mahatma Gandhi has wisely warned us "The earth provides enough to satisfy every man's need, but not every man's greed". We must realize that man does not own nature. In fact, nature is not due to man, man is due to nature. Man is one of its components. Man should always remember that he is supposed to be the best creation of nature and, therefore, should play the role of a trustee of the enormous natural wealth. Any breach of this trust will invite natural calamities.

I urge upon you to be objective, scientific, dynamic, openminded and cosmopolitan in your outlook. Pandit Jawahar Lal Nehru had rightly emphasized upon developing a scientific outlook and temperament and in it he saw the solution of many serious problems of vast magnitude that the Indian society is confronted with. In sum, accept the best that comes from all quarters, but do not lose the ground on which you stand since you are the proud inheritors of a great cultural heritage and tradition that would sustain you. Let me quote Mahatma Gandhi: "I do not want my house to be walled on all sides and my windows stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any".

Internationalization of higher education is the integration of a trans-national element, which is manifested, in educational activities such as student and faculty mobility, institutional collaboration in research, teaching, development of curricula designed with a global perspective. The American Council of Education (1995) emphasized on the need for understanding the dynamics of different global systems, cultural diversities, the people and their languages. Thus, globalization implies flow of information relating not only to science, technology and economy across the borders, but also almost everything that affects human life today. Since globalization has come to stay and meet the challenges emanating from it for higher education in our country is to extend the circle of excellence within a framework of equity, in order to enable more and more students to have access to the temples of learning and demonstrate their ability globally. We are proud that our country has provided an overwhelmingly large number of professionals, mainly scientists, doctors and engineers not only to the developing but also the developed countries including the United States, Canada and Europe.

Although we are the largest democracy and also one of the largest educational systems having nearly 320 Universities, 12,000 colleges with around nine million students, the access ratio is just seven which means that 93% of Indian students are not privileged enough

to enter the corridors of higher education. At the global level, too, we have not been able to carve out a place for ourselves. One example should suffice. More than 54,000 Indian students are studying at American colleges and universities for full graduate and undergraduate degrees and the contrast is that very less number of US students take part in only short term study programmes in India. At the turn of the Century the number of international students the world over was around 18 lakhs, and for them the preferred destinations had been the United States of America, the United Kingdom, Canada, France, Germany and Australia. America alone has attracted about one third of the international students. Even ancient Indian universities like Nalanda, Taxila and others located at Varanasi, Vikramshila, Mithila, Vijaynagar and at other places were far ahead of the present universities. They were more autonomous, vibrant, goal oriented and were the centres of excellence, which attracted an overwhelmingly large number of foreign students not only from the neighboring countries, but also from far off places.

Let us not ignore the warning given by an internationally known scholar Peter F. Drucker in 1997 that if appropriate steps were not taken, our universities would become relics. In this stern warning is hidden, a global challenge and need for making ceaseless efforts' to put our house in order. Let us heed the clarion call given by Swami Vivekananda: arise, awake and wait not, till the goal is reached,

Friends, a university is set to be the nursery of the future leaders of the country. Students are like the blossoming plants reared in the precincts of the temple of learning with love and affection, to be planted to flower and fructify in the lovely garden of our beloved motherland.

Let me also talk about two more things. First, there must be value-oriented education and, here, I mention five values: Truth, *Dharma*, Peace, Love and *Ahimsa*. Second, the ideals of education should be wisdom, skill, balance, insight and unity. Education must shape character, which includes intelligence and physical, emotional, psychic and spiritual development.

In the end, I quote an often quoted abstract from Pt. Jawahar Lal Nehru's convocation address to the university of Allahabad in 1947. Kindly ponder over it and try to move in this direction:

"A University stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas and for the search for the truth. It stands for the onward march of the human race towards even higher objectives". □

Refresher Course in Geology

A UGC sponsored Refresher Course in Geology was organized at the Department of Geology, Nagaland University, Kohima recently. The Course was inaugurated by Prof. G D Sharma, Vice Chancellor, Nagaland University. While delivering the inaugural address Prof Sharma pointed out the importance and need of such courses for university and college teachers in order to bring improvement in quality of teaching and research. Earlier, Prof. R P Kachhara, Dean, School of Sciences, Nagaland University, delivered the welcome address. The Course Coordinator, Dr. N Pandey, Head, Department of Geology, Nagaland University, highlighted the salient aspects about the Course. The inaugural session was chaired by Dr. O P Agarwal, Advisor, Geology and Mining, Government of Nagaland. Dr. Agarwal also delivered the inaugural lecture on the 'Geology and Mineral Resources of Nagaland'.

The 21 days long curriculum of the Refresher Course pertaining to the theme 'Advances in Geology of the North-Eastern India' nurtured through the deliberations by the 10 outstation resource persons besides the local experts namely Prof. R P Kachhara, Prof. S K Gupta and Dr. N Pandey. The lectures pertained to general geology, structure, tectonics, seismicity and earthquake hazards, geomorphology, remote sensing & G I S, palaeontology, sedimentology, metamorphic petrology, geostatistics, clay mineralogy, petroleum geology, education technology etc. The outstation resource persons, who benefited the participants through teaching and sharing of their experiences included Dr. O P Agarwal, Government of Nagaland, Dr. M V D Sitaram, R R L Jorhat, Prof. T. Kataki, Dibrugarh University, Prof. J N Sharma, Dibrugarh University, Dr. Trilochan Singh, WIHG, Itanagar, Prof. O P Goel, Manipur University, Dr. Arun Kumar, Manipur University, Dr. R P Tiwari, Mizoram University, Dr. U K Mishra, G S I Shillong, Dr. Ranjit K. Roy, G.S.I., Dimapur and Prof. D Mukhopadhyay from Calcutta University. Three days of fieldwork was also conducted in the Disang Group, Barail Group and the Schuppen belt of Nagaland in the

regions of Kohima and Dimapur districts of Nagaland and Senapati District of Manipur, along the national and State highways. Participants also presented papers on the topic of their choice.

The Chief Guest of the valedictory function Mr. Deo Nukhu, Hon'ble Minister for Higher and Technical Education, I.T. and Science and Technology, Government of Nagaland, in his valedictory address stressed upon the need of promotion of science and technology education in the State. He also emphasized on the need of much interaction among the scientists of the State with outside world in the interest of the development of the State. Earlier, the Chairman of the session Prof. R P Kachhara, Dean, School of Sciences, Nagaland University presented the welcome note. Vote of thanks was given by Dr. Vaibhava Srivastava, Lecturer, Department of Geology of the University.

National Seminar on Bio-active Polyphenols

A National Seminar on 'Bio-active Polyphenols: Recent Research and Development in Phytochemistry' was organized recently by the Department of Chemical Engineering, Anjalai Ammal Mahalingam Engineering College, Kovilvenni, Tamil Nadu. Dr. H Surya Prakash Rao, Professor, Organic Chemistry, Pondicherry University inaugurated the Conference and Dr. S Nilavalagan, Principal delivered the Presidential address. The Conference proceeding was released by Dr. H Surya Prakash Rao.

During the Seminar Dr. N. Sulochana, REC, Trichy, Dr. M G Sethuraman, GRI, Dindigul and Dr. Prabavathi Nagarajan, Bishop Heber College, Trichy and few other professors delivered the invited lectures on various topics of thrust area of Phytochemistry. Nearly 50 participants took part in the Conference. Thirty two research papers were presented in the oral session and fifteen papers were presented in the poster session. Earlier, Dr. Sa. Thamilarasan, Correspondent, AAMEC welcomed the gathering. Dr. P N Ramachandran, Adviser delivered the felicitation address and Dr. S. Manogaran, Convenor of the Conference proposed a vote of thanks. The Conference was funded by AICTE, New Delhi.

Seminar on Indo-Tibetan Studies

The Department of Indo-Tibetan Studies, Visva-Bharati, Santiniketan is celebrating its 50th Foundation Day on November 24, 2003 at Santiniketan. His Holiness the Dalai Lama may grace the occasion. A national level Dialogue is being organized by the University on the topic 'The Concept of Suffering in Buddhism' during November 24-26 and an International Seminar will be organized in the Golden Jubilee year on the topic 'Relevance of Buddhism in Present Day' during February 16-18, 2004.

A book is also being published on the occasion on the Impact of Indo-Tibetan Culture on the Asian Countries. Interested academicians may send research papers for publication in the Book. For further details Contact Dr. Narendra Kumar Dash, Head of the Department, Indo-Tibetan Studies, Visva Bharati, Santiniketan-731 235 West Bengal, Mobile: 09434009778, Email: narenkd2002@yahoo.com.

Diploma in Embedded Systems Design

Centre for Development of Advanced Computing, (C-DAC), is a scientific society of the Ministry of Information Technology, Government of India, founded in 1988 with a mission to deliver the state-of-the-art open architecture Parallel Supercomputers, in the teraflops range, for scientific, engineering and business applications. In fulfillment of this goal, C-DAC advented the 'Open Frame Architecture' for flexible supercomputing, which has been realized in its celebrated "PARAM" series of supercomputers. Through its GIST technology, it has rendered all the Indian languages on personal computers.

A major spin-off of this Grand Challenge Expedition is the high quality Intellectual Resource Base that has emerged at C-DAC in the form of an expert team and its specialized knowledge of various facets of Advanced Computing. With its precious resource base at its command, C-DAC established the Advanced Computing Training Schools (ACTS) to meet the training needs of the existing and prospective users and students to nation building. Through its ACTS Centres hundreds of students and professional are being trained in higher value skills in frontline tools and methodologies in information technology. One such Acts ACTS center is located at Hyderabad under the Headship of Dr. N Sarath Chandra Babu. The center conducts various certificate and diploma courses round the year. A five-months full-time comprehensive diploma course is being conducted in the current year

on Embedded Systems Design from September 15, 2003 to February 7, 2004

The course is divided into six modules and an industry relevant project with equal emphasis on hardware and software. The eligibility condition for applying for the diploma course is that the candidates should possess Engineering Degree in Electronics/ Electrical/ Electronics and communication/ Electronics & Instrumentation/ Computer science and Engineering/ Computer Engineering/M.Sc (Electronics). Students who have appeared for final examinations of the above courses can also apply. Experienced electronics designers, developers, System Integrators (with at least two years of experience) from Electronic Industry and R&D organizations with degree/diploma in Electronics are also eligible for the course. All applicants should possess sound knowledge in Digital Design, Microprocessors, C programming and Operating System concepts.. Last date of submission of application is July 27, 2003 and date of common entrance test is August 8, 2003.

Application form may be downloaded from the webwiste www.cdacindia.com and sent to C-DAC, Hyderabad after duly filling along with a DD of Rs.300/- (Three Hundred only), drawn on Nationalised Bank in favour of 'C-DAC' and payable at Hyderabad, or it may be obtained by sending a DD of Rs. 350/- (Three hundred and fifty only) favouring 'C-DAC' and payable at Hyderabad. For further details contact Dr. N Sarath Chandra Babu, Centre Head, Centre for Development of Advanced Computing, C-DAC, II Floor, Delta Chambers Ameerpet, Hyderabad 500016. Email: desd@cdach.ernet.in. Phone : +91- 040-23401331, 23401332, Fax : +91-040-23401531

National Symposium on Indian Medicinal Plants

It is well known that medicinal plants have been part and parcel of the time-tested Ayurvedic, Chinese, Homeopathic, Siddha, Unani and other indigenous systems of medicine being practiced mainly in the developing countries of the world. Besides, because of their compatibility with the human body, having negligible or no side-effects and because of the fact that allopathic medicines are seldom free from toxicity, last few decades have seen a considerable increase in the popularity of herbal products even in the developed countries. However, it is shocking that despite a global renewed interest in herbal medicine and despite the facts that India does not only posses well practiced

traditional knowledge and heritage but at the same time is one of the 12 mega biodiversity centers with 16 agroclimatic zones its share in the 62 billion dollars international herbal trade is not even one percent. Keeping this in view, the Friends of Nature (The Foundation for Research, Information and Encouragement of Nontoxic and Dependable Substances of Nature), Lucknow in collaboration with National Medicinal-Plants Board, Government of India is organizing a national symposium during 10-12 October, 2003 at Lucknow. Persons who are engaged in research, Development, documentation, cultivation, collection, conservation and utilization of Indian medicinal plants as well as government policy makers may attend the symposium for sharing their views and experiences with others in order to sort out the shortcomings responsible for the present miserable state and to evolve future strategies for properly taping this gold mine gifted by nature in the form of several thousand medicinal plants to the people of India. The themes of the Symposium are:

- All R & D activities concerned with the biology, chemistry, biochemistry, pathology, pharmacology, quality control and therapeutic applications of medicinal plants and their products.
- Role of government and non-government organizations and media in popularization and people's participation.
- Non-medical use of medicinal plants, as flavouring agents, colourants, preservatives, insect repellants, landsapling agents, soil reclaimers etc.
- Economics, trade & commerce, management of resources.
- Patents, Intellectual property rights (IPR) and regulatory laws.

All participants may get themselves registered according to their category by sending the registration fee in the form of bank draft drawn in the name of "The Friends of Nature" (Symposium) payable at Lucknow latest by 15th September 2003.

Registration fee for Industry representatives is Rs. 2,000/-; Pvt. Practitioners/R&D scientists is Rs. 1,000/-; NGO/Farmers/Teachers is Rs. 500/- and Students/Accompanied persons is Rs. 300/-. Participants intending to present their views or findings in the form of oral/video/poster presentation may submit their abstracts (about 200 words) neatly printed in English giving name(s) of the author(s) and address

on top of the text underlining the name of the presenting author. An exhibition is also being organized during the symposium. Those who wish to exhibit their medicinal plant products or those who wish to publicise their publications having relevance to the symposium may contact the Organizing Secretary for booking of space. For further details contact Dr. S A Siddiqui, Organising Secretary, The Friends of Nature Symposium, Naseem Manzil, Madehganj, Sitapur Road, Lucknow-226 020. Phone (0522)2368064, Fax: (0522)2338572; e-mail: dr-shameem@zyberway.com

National Seminar on Education

A National Seminar on the topic 'Inclusion in Education: A Matter of Right to Education for All' is being organized by IASE, Department of Education, University of Kalyani, Kalyani during July 17-18, 2003. The Seminar is being organized in collaboration with the Ministry of Social Justice & Empowerment, (PREM Division), Govt. of India. Themes of the Seminar are Inclusion: Philosophical & Educational Bases, Concerns and Challenges; Inclusion: Barriers to Organization and Implementation; Inclusion: Prospective Solutions in-Organization, Curriculum development, Management of Teaching-Learning, Staff development, Technology supports, Role and Function of Community, Ethics and Decision making. Delegate fees of Rs.600/- per participants may be sent by the interested candidates either by DD in favour of University of Kalyani or by M.O. Last dates for submission of full paper (2000-3000 words) is July 2, 2003. For further details contact Dr. P C Biswas and Dr. D Mukhopadhyay, Jt. Conveners, Department of Education, University of Kalyani, Kalyani 741 235 (WB); E-mail: pares@vsnl.net or d mukhopadhyaya@hotmail.com

SATKAL Awards

Nominations are invited by Mrs. Satinder Kaur Ramdev Memorial Trust for advancement of Librarianship (SATKAL) for three annual Satkal awards for the Year 2003 as follows:

- Punjab National Librarian Award
- Young Librarian Award
- Woman Librarian Award

The term Librarian includes teachers of library science. Nominations by self or by colleagues along with testimonials may be sent to Dr Devinder Kaur.

President Satkal C/o Punjabi University Library Patiala-147002, or to Professor M P Satija, C-49, G N D University Amritsar-143005 or to Dr Janak Raj, 677/6 Sai Vihar, Kurukshetra-136118, Haryana or to any trustee of Satkal. The Satkal reserves the right to consider any professional for the award irrespective of his/her nominations. Earlier awardees were Dr H K Kaul (2000) Dr P S G Kumar (2001), Dr R K Chadha (2002) for the Punjab National Librarian Award; Prof K Navalani (2000), Ms A K Anand (2001) and Ms Harsha Parekh (2002) for the Woman Librarian Award; Dr T R Kumbar (2000), Dr Jagdish Arora (2001) and Ms Usha Mujo Munshi (2002) for the Young Librarian Award.

Interested professionals may apply on plain paper within two months with all the supporting testimonials in this matter. Recommendations from seniors and colleagues will be given due weightage. Awardees will be invited to the next annual function to be held in Nov/ Dec 2003.

ISRO Educational Satellite

Dr. Kasturirangan, Chairman, Indian Space Research Organisation (ISRO) has been conferred with a science and technology award instituted by Satyabama Institute of Science and Technology, Chennai. Union Minister for Human Resource Development and Science and Technology, Dr. Murli Manohar Joshi was the Chief Guest of the occasion. While speaking at the function Dr. Joshi said that the educational expertise was concentrated in a few islands of excellence at a time when the country was struggling to build a huge educational infrastructure, find funds and appoint good teachers. Once launched, EDUSAT could help take the lectures of expert educators to remote areas, which did not have the required facilities

or human resources. Any sector of education-primary, secondary, tertiary or engineering - could thus be widened to benefit the people. Educational institutions should build the necessary downloading capability to benefit from the satellite-based education. Dr. Joshi said that the Indian science should be guided by a principle of continuous innovation, of developing a technology with a human face. Decrying the technology denial regimes and 'technological tyranny of the West', he said that the India's principle was always to use technology for the welfare of the poor, for removing illiteracy and poverty.

"The Indian Space Research Organisation (ISRO) is working on an educational satellite (EDUSAT) that can help take all forms of education to areas not reached in the country," Dr. Kasturirangan, said while receiving the award comprising a citation and Rs. 1 lakh. Explaining the growth of India's space programme, Dr. Kasturirangan said that in the past 30 years, the space technology had leap-frogged to such an extent that even countries such as the U.S. and France were prepared to buy high quality satellite maps and data from the ISRO. "This was possible by continuous innovation, which only the Indian mind was capable of", he added.

The AICTE Chairman, Dr. R Natarajan, who presided over the function lauded the JET for maintaining excellence in technical education. The Chairman of the Jeppiar Educational Trust Sh. Jeppiaar, said that he planned to start a 'software technology park' to provide employment to graduates from the JET's institutions. "The Government's science and technology research institutions could help by entrusting a small part of their research work to the proposed park," he said.

News from Abroad

EU-India Economic Cross Cultural Programme

The European Commission has issued the 2003 Call for Proposals under the EU-India Economic Cross-Cultural Programme (ECCP) inviting non-profit academic organisations, among others, to apply for collaborative projects aimed at enhancing mutual awareness and understanding between the European Union (EU) and India through cross-cultural cooperation. The ECCP is an innovative form of

bilateral co-operation, extending partnerships beyond the traditional government-to-government collaboration to embrace the civil society from the two regions. This will be done through increased dialogue, information exchange and networking. This will help raise awareness of India in the European Union and of the European Union in India.

The program was first launched in 1996 and a total of 19 projects received financial support under

the First Call for Proposals. The European Commission has now re-launched the ECCP with the 2003 Call for Proposals on 20 May 2003. The EC has allocated a sum of Euro 12 million (approximately Rs. 65 crore) to fund projects under this 2003. The minimum grant size is Euro 250,000 (approximately Rs. 1.25 crores) and the maximum is Euro 500,000 (approximately Rs. 2.5 crore). A grant may not exceed 80% of the total eligible project costs. Call under which project applications will be accepted until 12 September 2003. The aims of the Programme are to:

- Encourage and develop links between European and Indian media and cultural organisations, sectoral organisations in trade or industry, research centres, universities, professionals, decision-makers, and opinion formers;
- Develop networks, exchanges and joint productions in the domain of media and communications;
- Support the organisation of cultural events;
- Promote the exchange of know-how between entrepreneurial networks;
- Facilitate the exchange of information, joint research and the pooling of experience between universities;
- Help strengthen a two-way, dynamic, cultural and economic presence in the regions.

The programme comprises three dimensions for which grant support may be offered:

- University and Studies
- Media, Communication and Culture
- Entrepreneurial Networking

Proposals should focus on only one of the three programme dimensions. The programme encourages cross-sectoral project proposals with cross cutting activities which link the three dimensions. Eligibility conditions for applying are:

- The applicant organization as well as its partners must be non-profit-making organizations such as the following :
 - Media or culture organisations, foundations, associations of media organisations, media training institutes, etc.;
 - Chambers of Commerce, associations of SMEs, trade and commerce associations,

Confederations of Industries, trade promotion agencies, etc.;

- Higher education institutions (or parts of such institutions) and private higher education institutions (register for a minimum period of five years), recognised and their degree accredited by the competent national authority in their own country.
- The applicant organization as well as its partners must have their headquarters within the European Union (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, Sweden, and the United Kingdom) or India;

Applications will be considered for funding if submitted by a grouping of at least three partners (including the Applicant) comprising at least two partners from different European Union Member States and one partner from India. The applicant may be either from the EU or from India. Deadline for application is Friday, 12 September 2003, 16:00 India Standard Time. Further information about the ECCP, including the Guidelines for Applicants, Application Form and Annexes, is available from the Delegation of the European Commission: 65, Golf Links, New Delhi 110 003, Fax: (+91 11) 24629206 and on the following web sites: <http://www.delind.cec.eu.int/en/eccp> and http://europa.eu.int/comm/europeaid/tender/index_en.htm □

INVITATION TO AUTHORS

Authors are invited to contribute articles on contemporary issues in higher education in general and Indian higher education in particular for publication in the 'University News'. The articles may be sent as an e-mail attachment in MS WORD to : aiu@del2.vsnl.net.in or printed /typed copy in duplicate along with floppy by post at the following address :

The Editor
University News
Association of Indian Universities
AIU House, 16 Kotla Marg
New Delhi 110 002

COMMUNICATION

Innovative Strategies for Effective Teaching - learning

The students who come to colleges fall in the age-group of 18-23. This is the period of adolescence. No longer a child but not yet an adult, the adolescent sometimes behaves like the child he was and sometimes we see glimpses of the adult he is to become. Adolescents experience intense uncertainties, insecurity and confusion. Their behaviour is unpredictable and may sometimes go against social conventions. Some adolescents show withdrawal, restlessness, moodiness and irritability. On the other hand, adolescents respond vigorously to what is rational and logically sound. They respond to facts and figures, enjoy debates and discussions and respond when pushed to think. The leading challenge of adolescence is to develop a clear sense of identity. Many a times these youngsters go through identity crises with poor self-esteem, unrealistic aspirations and negativity.

To handle such a complex group of young students requires a teacher's commitment to the work at hand, sensitivity, understanding and skills to deal with different challenges. The teacher no longer can remain satisfied with the traditional lecture method, but has to adopt the role of a facilitator and a counsellor. Today information is available from many sources with the Internet, now a widely used tool in many colleges. A sensitive teacher extends the students' knowledge through experience and knowing the wider society through ways that extend beyond the acquisition of data to a deeper understanding of problems and conflicts through empathy. An innovative teacher searches for space to make the students' growth personal and societal. Learning becomes a point of discovery where a student discovers his or her potential.

Feeling the deep need for the teacher's sensitisation to these issues, the Education Resources Centre, New Delhi, sought the help of the Consultant Psychologists Group, Bangalore, to conduct teacher training in 'Basic Counselling and Life Skills Development for College Students'. The team of two psychologists Dr Gideon Arulmani and Dr Sonali Nag-Arulmani, trained more than 40 teachers from colleges all over India in a four-month long course which covered twelve days of formal training and three and a half months of home assignments and practical work.

These training modules have had a significant impact on faculty in developing their interpersonal and communication skills and increased their sensitivity to student abilities.

The course comprised of lectures on understanding human behaviour, counselling skills, study skills, understanding difficulties and problems, normal and abnormal behaviour and understanding adolescent development. The skills training comprised of attending, active listening, empathy, study skills, get in touch with yourself, get in touch with others and get in touch with future modules of workshops.

Over the last two years we have conducted more than 25 workshops for students of our and other neighbouring colleges through one day training programmes. Through our own experience, we present our observations and findings before the educational fraternity as an example to equip the teachers to effectively motivate, inspire and also provide the students with definite skills to deal with the various challenges which life has to offer. The students are to gain the necessary self-confidence, understanding and sensitisation to his environment to remove cynicism and negativity, which deter his educational progress.

Methodology

Every workshop, comprised of a small group of students, about thirty, ranging from Xth Std to the Final year Arts, Science and Commerce students. Some students belonged to the economically under privileged and socially deprived groups. The Material for self-analysis with brief explanation and exercises was distributed to the students. OHP was widely and extensively used.

The first session of such workshops is the ice-breaking session, where students cross all the barriers and inhibitions to freely mingle with each other. Five study skills are introduced like: attention management, concentration skills, skills for comprehension, note making, memory training and scheduling skills.

The students are first made to analyse their own study skill deficits. They are surprised to know that

the higher the score in the study skill, the more is the deficit in that area. In identifying the ideal study location, the students choose three of their own study locations and through a detailed questionnaire about distractors reach their own conclusions about their ideal study location. In concentration building exercises, students are made to go through breathing exercises; audio focusing and meditation based on *Yoga*, *Vipassana* and also the *Pranayama*. These exercises are to be repeated before and after the study sessions for better focusing and concentration. The memory management session lays stress on Repetition-Revision-Recall, while discussing the forgetting curve. The note making exercise is about preparing ones own notes from different sources instead of only depending upon the teacher's notes. Cards are distributed and students are asked to identify the key points in a chapter or a sample text and prepare notes through clustering, tree diagrams, flow charts etc. The scheduling skills help a student to prepare his own time table to include study, recreation, T V and other things, with the clear warning that time-tables are to be broken, but making them will definitely stimulate study.

Observations and Findings

After every workshop a special feedback form was filled up by each student, in which questions like: What did you like most about the workshop? Did you find it boring? How will you apply this training in your daily life? What is your opinion about the workshop? and do you have any suggestions for improvement?

All students agreed that the workshops were stimulating and interesting, but opinion was divided about the best part of the workshop. Some found note - making beneficial, others found making a time - table very useful. Some felt that Repeat -Revise - Recall and training in memory management would help them. The breathing exercises were exhilarating. A student confessed that she did not know that study location was so important.

Students agreed that the workshop had enhanced their self-confidence. They had gained insights into an analysis of their own strengths and weaknesses regarding their own study habits. The fear about studies was removed. Study would no longer be tedious, but could be made enjoyable. The workshop seemed to many students a 'Self-help method' for self-improvement.

In a broader way these workshops were a part of personality development. Students had realised the importance of planning and scheduling for their future life. Hard work was essential for success. The workshop was a way to release tension and confusion about studies.

Some felt that these methods could be adopted to change their life-styles. Sports and entertainment could also be included in their daily timetable. The workshops facilitated two-way interaction between students and teachers, which was sadly lacking in regular class-rooms. The teachers were required to be patient and coax the students to share their own experiences.

Suggestions put forward were that such workshops should be made compulsory for all students and conducted frequently with follow-up workshops. The time should be extended over two/three days. Such workshops should be conducted at the beginning of the term.

The teachers used bilingual method with English and the vernacular to keep the students involved in the activity. The students' overwhelming response has generated among the teachers a tremendous sense of responsibility to extend themselves and do their utmost for student development.

Conclusions

The above is an illustration of just one module of the study skills 'Learning to Learn Workshop'. The 'Getting in Touch' workshops are even more powerful tools to help students gain self-confidence, self-esteem and a positive attitude towards life. The need of the hour is to adopt unconventional and innovative methodologies to equip the student to develop into multi-dimensional ways to strengthen their own capabilities to face the challenges life has in store for them. Counselling is not just a part of the psychiatrist's lab or the psychologists couch. Counselling techniques can be skillfully blended in the whole teaching - learning process to make it more fruitful and meaningful. Such interventions will surely put to an end the tensions and frustrations which mar an adolescent's life. Such training will help to fight the rising rate of suicides seen among collegians. The young students can become more assertive and strong to meet the requirements in the field of employment. The positive values generated can help them grow into mature, tolerant and compassionate adults.

Students need to be more achievement motivated, become self-reliant, creative, positive. They need to have a concern for excellence and the power to make an impact. Such workshops will help the student community to extend themselves to work for 'self' and 'society'.

Shobha Shinde and RM Shewale
(Jai Hind College of Arts
Science and Commerce,
Deopur, Dhule - 424 002) □

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities (Notifications received in AIU during March - April, 2003)

HUMANITIES

Fine Arts

1. Srivani, M. **Narratives of development: A critical analysis of alternative documentaries in India.** (Dr Vinod Pavarala), Department of Fine Arts, University of Hyderabad, Hyderabad.

Music

1. Geeta. **Sitar sanrachna mein huye parivartan aur unka vadao takneek evam shaili per prabhav.** (Dr Ravi Sharma), Department of Music, Maharshi Dayanand University, Rohtak.

2. Khanna, Anita. **Musical expression in the folk culture of Punjab with special reference to RASAS.** Department of Music, Guru Nanak Dev University, Amritsar.

3. Shrivastava, Ragini. **Swatantrayottar Bharat mein Hindustani sahit ka prachar prasar: Ek sameekshatmak adhyayan Uttar Pradesh ke vishesh sandarbh mein.** (Dr Devashresh Bancerjee), Department of Music, Awadhesh Pratap Singh University, Rewa.

Geography

1. Dwivedi, Devender Dhar. **Rewa Jile mein jal vidyut vikas evam sambhavnayen: Ek bhaugolik adhyayan.** (Dr Ramesh Pratap Singh), Department of Geography, Awadhesh Pratap Singh University, Rewa.

2. Mitra, Biswajit. **Micro level investigation into surface and sub surface water prospects in the Kunnur Watershed.** (Dr Nageshwar Prasad), Department of Geography, University of Burdwan, Burdwan.

3. Mulla, Imamhusen Aminsab. **Sugarcane cultivation in Hljapur District: A geographical analysis.** (Dr V S Bhadrapur), Department of Geography, Karnatak University, Dharwad.

4. Rajasekaran, D. **Demographic characteristics of a mining town: A case study of Kolar Gold Fields.** (Dr B Eswarappa), Department of Geography, Bangalore University, Bangalore.

5. Ravindranath, Sudha. **Urban monitoring and planning of proposed metropolitan area of Bangalore, using remote sensing and GIS techniques.** (Dr Daksha C Barai), Department of Geography, Bangalore University, Bangalore.

History

1. Biradar, Suresh Basappa. **Urbanisation in Ancient Karnataka, from early times to AD 1336.** (Dr K R Basavaraj), Department of History, Karnatak University, Dharwad.

2. Malkar, Krishna Dadarao. **Marathwada va Vidarbhamadheel satyashodhak samajachi chahval: Ek abhyasa.** (Dr P A Gavali), Department of History, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

3. Mishra, Jagdish. **Land system in Orissa: An epigraphical study from CI 350 AD to 1110 AD.** (Dr P K Nayak), Department of History, Sambalpur University, Jyoti Vihar, Burla.

4. Pathan, Zakerkhan Adamkhan. **Maratheshahit Muslimanche yogdan, isa 1600 te 1700 paryant.** (Dr Mirza Mohd Khizar), Department of History, Dr Babasaheb Ambedkar

Marathwada University, Aurangabad.

5. Prasad, G V R R. **Adult education in India with special reference to Andhra Pradesh.** (Prof V Kishan Rao), Department of Ancient Indian History, Culture and archaeology, Osmania University, Hyderabad.

6. Rajdeo, Trimbak Bhimraj. **K Dutta Deshmukh yanche Maharashtrachya Jadan: Ghaadniteel yogdan.** (Dr S B Deshmukh), Department of History, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

7. Ramesh, Y. **Role of students in the freedom struggle in Karnataka.** (Dr M Jamuna), Department of History, Bangalore University, Bangalore.

8. Ray, Murari Mohan. **History of Magadha from c.187 BC to AD 300.** (Prof Bhaskar Chatterjee), Department of History, University of Burdwan, Burdwan.

9. Shah, Anju Rani. **Revolt of 1857 in Chhotanagpur.** (Dr G S P Ambastha), Department of History, Vinoba Bhave University, Hazaribag.

10. Srivastava, Archana Manukumkar. **Socio-economic conditions during the age of the Yadavas.** (Dr Yadao Gujar), Department of History, Nagpur University, Nagpur.

11. Vyas, Surendra Jayantilal. **A study of ancient towns of Gujarat.** Department of History, Maharaja Sayajirao University of Baroda, Vadodara.

Languages & Literature

Assamese

1. Samath, Rinjumoni. **Assamiya dharmamulak gitmat: Ek vishlesanatmak adhyayan.** (Dr K D Goswami), Department of Assamese, Dibrugarh University, Dibrugarh.

Bengali

1. Hossain, Md Modasser. **Bangla upanyase janajati gosthir rupayan: Kayekti upanyas.** (Dr Sumita Chakraborty), Department of Bengali, University of Burdwan, Burdwan.

2. Nayak, Ranjit Kumar. **Bankim samalochanal Shakespeare.** (Dr Biplab Chakraborty), Department of Bengali, University of Burdwan, Burdwan.

3. Rit, Pratyush Kumar. **Swadeshi andolan ebang Rabindranath sampadita Bhaandar Patrika.** (Dr Biswanath Roy), Department of Bengali, University of Burdwan, Burdwan.

4. Sar, Raman Kumar. **Amarendranath Dutta-O-Bangla theatre.** (Dr Swapan Basu), Department of Bengali, University of Burdwan, Burdwan.

English

1. Ahuja, Vandana. **The art of characterisation in novels of Bhabani Bhattacharya.** (Dr M C Saxena), Department of English, Barkatullah Vishwavidyalaya, Bhopal.

2. Bhaskar, Esther Sheila. **A stylistic study of Anita Desai's novels.** (Dr S R Saxena), Department of English, Nagpur University, Nagpur.

3. Biswas, Sivasish. **Life as art: A study of rhetorical ambivalence in Thomas C Wolfe's fictions.** (Dr K C Baral), Department of English, North Eastern Hill University, Shillong.

4. Chattopadhyay, Mrinal Kanti. **The early novels of George Elliot: A critical study.** (Dr Parbati Charan Chakraborty), Department of English, University of Burdwan, Burdwan.

5. Dodiya, J K. **A critical study of the works of the Parsi novelists in English with special reference to Firdaus Kanga, Rohinton Mistry, Farrukh Dhondy and Bapsi Sidhwa.** (Dr A K Singh), Department of English, Saurashtra University, Rajkot.

6. Doijode, Chitra D. **The poetry of Sylvia Plath and Kamala Das: A study in the mythological elements.** (Dr R M Mansur), Department of English, Karnatak University, Dharwad.

7. Farooqui, Rummana. **Women characters in the fiction of Rabindranath Tagore.** (Dr Alka Gopal), Department of English, Barkatullah Vishwavidyalaya, Bhopal.

8. Hegde, Ramachandra Gajanan. **Indian English political novel: A study in major themes and narrative strategies.** (Dr R H Mansur), Department of English, Karnatak University, Dharwad.

9. Lamba, Priyanka. **Silent no more: A comparative study of the portrayal of women in the novels of Margaret Atwood and Shashi Deshpande.** (Dr M K Bhatnagar), Department of English, Maharshi Dayanand University, Rohtak.

10. Mandloi, Unmesh. **Recurrent themes in Ernest Hemingway: A study of his major novels.** (Dr R K Bajpai), Department of English, Devi Ahilya Vishwavidyalaya, Indore.

11. Mehta, Mani Mohan. **A study of the feminine concept in the fiction of Bharati Mukherjee.** (Dr A K Gangele), Department of English, Barkatullah Vishwavidyalaya, Bhopal.

12. Nath, Bhaghat. **Arun Joshi: A study of his existential vision.** (Dr R C Behera), Department of English, Utkal University, Bhubaneswar.

13. Pandya, K N. **Tagore's Chitra and Aurobindo's Savitri: A comparative study.** (Dr A K Singh), Department of English, Saurashtra University, Rajkot.

14. Sangluai, C. **Sociolinguistic problem in the teaching and learning of English as a second language in Mizoram.** (Dr Rammingthangi Ralte), Department of English, Mizoram University, Aizawl.

15. Saxena, Vanita. **A study of suffering and unfortunate women in the major novels of Charles Dickens.** (Dr M R Joshi), Department of English, Barkatullah Vishwavidyalaya, Bhopal.

16. Sharma, Anita. **Thematic study of novels converted into major classical films.** (Dr S Kasbekar), Department of English, Devi Ahilya Vishwavidyalaya, Indore.

17. Thakur, Megha. **Thematic study of the novels of R K Narayan.** (Dr Neeraj Agnihotri), Department of English, Barkatullah Vishwavidyalaya, Bhopal.

18. Thapa, Rectu. **Anita Desai and her portrayal of women.** (Dr R K Bajpai), Department of English, Devi Ahilya Vishwavidyalaya, Indore.

19. Vijay Laxmi. **Self and society in the plays of Vijay Tendulkar and Nissim Ezekiel: A comparative study.** (Prof M K Bhatnagar), Department of English, Maharshi Dayanand University, Rohtak.

20. Wadikar, Shailaja Bhujangrao. **Vijay Tendulkar's contribution to the contemporary Indian theatre.** (Dr Deshpande L S), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

Gujarati

1. Chandravadia, J M. **A critical study of the Geeta texts composed by the poets of the Swaminarayan sect.** (Dr Balvant Jani), Department of Gujarati, Saurashtra University, Rajkot.

2. Chavda, D A. **Bhim Shahab: A study.** (Dr A K Rohadiya), Department of Gujarati, Saurashtra University, Rajkot.

3. Chawda, Kaushi Mehendrasinh. **A critical study of**

Shamal's Nanda Batrisi in its contextual and historical perspective. Department of Gujarati, Maharaja Sayajirao University of Baroda, Vadodra.

4. Dobariya, N K. **Saurashtrani vrat kathayen: Ek adhyayan.** (Dr M I Patel), Department of Gujarati, Saurashtra University, Rajkot.

5. Ladani, U P. **Short stories of Chandrakant Baxi.** (Dr M I Patel), Department of Gujarati, Saurashtra University, Rajkot.

6. Purohit, V V. **Kavya no samajik dharma.** (Dr Ramanlal Joshi), Department of Gujarati, Saurashtra University, Rajkot.

Hindi

1. Afsarunissa Begum. **Wajahi ka sahitya: Sanskritik adhyayan.** (Prof Y Venkataramana Rao), Department of Hindi, University of Hyderabad, Hyderabad.

2. Anjuman. **The social philosophy of Guru poets included in Guru Granth Sahib.** Department of Hindi, Guru Nanak Dev University, Amritsar.

3. Babita. **Hindi geeti natyon mein samvedana aur shilpa.** (Dr Vijay Kumar), Department of Hindi, Vinoba Bhave University, Hazaribag.

4. Chauhan, Dashrath. **Swatantrayottar Hindi patrakarita ko Madhya Pradesh ke sahityakaron ka yogdan.** (Dr Ganeshdatt Tripathi), Department of Hindi, Devi Ahilya Vishwavidyalaya, Indore.

5. Das, Sanjay Narayan. **Surdas ke kavita mein prem ka swarup.** (Dr Nageshwar Lal), Department of Hindi, Vinoba Bhave University, Hazaribag.

6. Dave, H B. **Sharadkumar Mishra ke gazalen: Ek sakalan.** (Dr B R Rathore), Department of Hindi, Saurashtra University, Rajkot.

7. Deepa, K. **Hindi hasya vyangya sahitya mein Ashok Chakradhar ka yogdan.** (Dr H V Anasuyamma), Department of Hindi, Bangalore University, Bangalore.

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9. Gautam, Rakesh Kumar. **Nai kahani ke antradharayen aur Shekhar Joshi ka katha sahitya.** (Dr Sewaram Tripathi), Department of Hindi, Awadhesh Pratap Singh University, Rewa.

10. Ishwar Singh. **Swatantrayottar Hindi nibandh sahitya mein gramen sanskriti.** (Dr Vijay Kumar Vedalkar), Department of Hindi, Maharshi Dayanand University, Rohtak.

11. Kusum. **Maltrey Pushpa ke katha sahitya mein nari samchetana.** (Prof K P Pandey and Dr P N S Tyagi), Department of Hindi, Barkatullah Vishwavidyalaya, Bhopal.

12. Lal, Dinesh Kumar. **Samkaleen Hindi kahani: Naxalwadi prasthabhumi.** (Dr Bimal Chandra Sinha), Department of Hindi, University of Burdwan, Burdwan.

13. Magadum, Sujata Narasappa. **Nirala ka gadya sahitya.** (Dr S C Chulkinath), Department of Hindi, Karnatak University, Dharwad.

14. Mishra, Jyoti. **Gopinath Mohanty ke upanyason mein abhivyakta advasi Jeewan darshan: Hindi mein anudit upanyason ke sandarbh mein.** (Dr R K Mishra), Department of Hindi, Sambalpur University, Jyoti Vihar, Burla.

15. Parmar, Anita. **Bolchal ke Hindi ka manobhashik anushelan.** (Dr H L Shukla), Department of Hindi, Barkatullah Vishwavidyalaya, Bhopal.

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2. Annamma. *Adigara kavyadalli vasthavate*. (Dr Sumathindra R Nadig), Department of Kannada, Bangalore University, Bangalore.

3. Ganjihal, Prabhudev Andaneppa. *Kannada vritti rangabhumi chalanachitraranga: Vanda toulauka adhyayana*. (Dr S L Sannellappanavar), Department of Kannada, Karnatak University, Dharwad.

4. Hattimattur, Annapurna Fakirappa. *Kittur Sumthanad sahitya*. (Dr Channakka Pavate), Department of Kannada, Karnatak University, Dharwad.

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1. Brojen Singh, Hidam. *A descriptive grammar of Chothe*. (Dr Ch Yashawanta Singh), Department of Linguistics, Manipur University, Imphal.

2. Sarbajit Singh, Leibaorambam. *Problems in making English Manipuri dictionary*. (Dr S Imoba Singh), Department of Linguistics, Manipur University, Imphal.

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1. Baban, Jaywantrao Bhagyawant. *Dalit rangbhumi va dalit natyalekan: Ek chikitsik abhyas*. (Dr Mangala Vaishnav), Department of Marathi, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

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1. Pandia, Debashish. *Bhubaneswar Beheranka Khyadra galpa: Eka saraswata shilpa drusti*. (Dr Ajambar Malla), Department of Oriya, Sambalpur University, Jyoti Vihar, Burla.

Punjabi

1. Balbir Singh. *1947 ton pichhon Manjhe Duabe dee Punjabi kavishri: Sikh dharam ate itihaz da rupantar*. Department of Punjabi, Guru Nanak Dev university, Amritsar.

2. Mahipinder Kaur. *Guru Nanak Bani vich mith ate reet dee peshkari*. Department of Punjabi, Guru Nanak Dev University, Amritsar.

3. Ragbir Kaur. *Punjabi natak vich samajik dukhant: Alochanatmak vishleshan*, Dr Harcharan Singh Balwant Gargi ate Kapur Singh Ghuman de natakan de adhar te. Department of Punjabi, Guru Nanak Dev University, Amritsar.

4. Ramandeep Kaur. *Dr Attar Singh da sahib chintan: Malta alochanatmak adhyayan*. Department of Punjabi, Guru Nanak Dev University, Amritsar.

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1. Anil Kumar. *Gopab Brahman: Ek adhyayan*. (Dr Yajanveer Dahiya), Department of Sanskrit, Maharshi Dayanand University, Rohtak.

2. Bhavnagari, Nina Champaklal. *Vicardipa of Bhagvatkavi: A critical study with critical edition, introduction, translation and notes*. (Dr R I Nanavati), Department of Sanskrit, Maharaja Sayajirao University of Baroda, Vadodra.

3. Chanodia, Apama. *Acharya Haribhadra Suri ke granthon mein Shrivakchar: Ek anusheelan*. (Dr R C Jain),

Department of Sanskrit, Barkatullah Vishwavidyalaya, Bhopal.

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10. Mukherjee, Gobinda Prasad. *Navya Nyaye bhram*. (Prof Mrinal Kanti Bandyopadhyay), Department of Sanskrit, University of Burdwan, Burdwan.

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15. Sharma, Anugrah Narayan. *Auchitya vicar charcha ka samalochnatmak adhyayan*. (Dr Shambhu Nath Mishra), Department of Sanskrit, Vinoba Bhave University, Hazaribag.

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19. Walia, Anil Kumar. *Bhatt kavya ke kriyaropon ka bhasik adhyayan*. Department of Sanskrit, Himachal Pradesh University, Shimla.

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1. Chandoji, A. *Gollapudi Maruthi Rao Natikalu Parisheelana*. (Dr M Chennappa), Department of Telugu, Osmania University, Hyderabad.

2. Dwivedi, Krishna Gayatri. *Vyasode tikkana Mahabharata rajaniti darshanam*. (Prof R Srihari), Department of Telugu, University of Hyderabad, Hyderabad.

3. Lakshmi Jyothi, P V S. *Dwibhasyam Rajeswara Rao garu kathalikalu: Parisheelana*. (Dr S Mohan Rao), Department of Telugu, Andhra University, Waltair.

4. Patanjali, T. *Cheruvu Satyanarayana Sastry: Srujanaatmak rachanalu anusillanam*. Department of Telugu, Potti Sreeramulu Telugu University, Hyderabad.

5. Satyanarayana Shastri, M. *Uttara Rama Charitra-samagra parisheelana: Comparative study of the works of Bhavabhuti and Vedam Venkataraya Shastri*. (Dr S G Ramanujacharyulu), Department of Telugu, Osmania University, Hyderabad.

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Urdu

1. Aijaz Bano. *Gwallor ke Chand Mumtaz Shonra*. (Dr Aziz Ansari), Department of Urdu, Barkatullah Vishwavidyalaya, Bhopal.

2. Asghar, Nacem. *Bhopal mein Urdu sahsat 1871 se beeswel andi tak*. (Dr Aziz Ansari), Department of Urdu, Barkatullah Vishwavidyalaya, Bhopal.

3. Qureshi, Sheikh Moosa. *Amik Hafti: Fan aur shakhsyat*. (Dr Aziz Indori), Department of Urdu, Devi Ahilya Vishwavidyalaya, Indore.

4. Rahat, Feroz Haider. *All Jawad Zaidi: Shakhsyat aur fun*. (Dr M N Rahmatullah), Department of Urdu, Nagpur University, Nagpur.

Philosophy

1. Jayakumaran, B. *Alienation and authentic existence: A philosophical approach*. (Dr D Nesy), Department of Philosophy, University of Kerala, Thiruvananthapuram. □

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* इन पाठ्यक्रमों से सम्बन्धित विस्तृत जानकारी हेतु इच्छुक अभ्यर्थी विद्यापीठ कार्यालय से सम्पर्क कर सकते हैं।

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डॉ. दिनेश
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	Lecturer-1	SC	*PGD in Economics	Candidates having knowledge in Econometrics/ Quantitative methods would be given preference.
B	History			
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	Lecturer - 1	-	*PGD in History	History (Candidates having specialization in Ancient Indian History, Culture and Archaeology may also apply).
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A	Environmental Sciences			
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	Reader - 1	-	*PGD in Life Science / Environmental Science	Environmental Toxicology / Soil Microbiology.
	Lecturer - 3	-	*PGD in Life Science / Environmental Science	Environmental Geology, EIA / EIRA, Environmental Chemistry.
3. SCHOOL FOR INFORMATION SCIENCE & TECHNOLOGY				
A	Library & Information Science			
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	Lecturer - 1	-	*PGD in Library & Information Science/ Documentation / Library Science	Application of Information Technology in Library Science

B	Information Technology Professor - 1	-	*PGD in Information Technology/Library & Information Science/ Documentation	Information Storage & Retrieval/ Marketing of Information Products and Services/Networking/ Database Management/Object Oriented Techniques/ Artificial Intelligence
	Lecturer - 2	-	*PGD in Information Technology.	Networking/Database Management/Object Oriented Technology or any other areas of Information Technology
C	Computer Science Reader - 1	-	*PGD in Computer Science/ Applied Mathematics (with Computer Applications)	Vibrations using Computer Graphics/Internet Programming
	Lecturer - 2	SC - 1	*PGD in Computer Science.	Software Engineering/Distributed Computing/Internet Computing/Computer Graphics & Multimedia/Object Oriented Technology

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	Lecturer - 2	-	*PGD in Biotechnology / Microbiology / Biological Science / Biochemistry	Cell Biology/Neuro Science/Physiology/Immunology
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	Lecturer - 2	SC-1	*PGD in Zoology/ Animal Sciences	Sericulture
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